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**The role of the United Nations system in implementing the ministerial declaration of the high-level segment of the 2011 substantive session of the Economic and Social Council**

**Draft resolution submitted by the Vice-President of the Council, Mootaz Ahmadein Khalil (Egypt), on the basis of informal consultations**

# The role of the United Nations system in implementing the internationally agreed goals and commitments in regard to education

*The Economic and Social Council*,

*Recalling* the United Nations Millennium Declaration,[1] the 2005 World Summit Outcome,[2] the high-level plenary meeting of the sixty-fifth session of the General Assembly on the Millennium Development Goals, and its outcome document, and the Outcome of the 2012 United Nations Conference on Sustainable Development,[3]

*Recalling also* the ministerial declaration adopted at the high-level segment of its substantive session of 2011[4] and its resolutions 2008/29 of 24 July 2008 and 2009/29 of 31 July 2009,

*Reaffirming* its commitment to the achievement of the Millennium Development Goals and other internationally agreed development goals, particularly those related to education, including the Education for All goals,

*Reaffirming also* the right to education and the need for its full realization, and that education is essential for human development, sustainable development, world peace, just and democratic societies and the promotion of all human rights, including the right to development,

[1] See General Assembly resolution 55/2.
[2] See General Assembly resolution 60/1.
[3] See A/CONF.216/L.1.
[4] *Official Records of the General Assembly, Sixty-sixth Session, Supplement No. 3* (A/66/3/Rev.1), chap. III, sect. E, para. 107.



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*Recognizing* that the internationally agreed development goals, including the Millennium Development Goals, are interlinked, expressing its concern that progress on achieving some of the goals is lagging, and reiterating its commitment to continuing to reinvigorate and strengthen the global partnership for development as a vital element for achieving those goals, in particular the education-related goals,

*Recognizing* the growing issue of youth unemployment and the importance of quality education, training and skills development to enhance employability and ease the transition to decent jobs, and to help remove some of the major constraints for the employability of young people, and in this respect reiterating the importance of full and effective participation of young people and youth-led organizations in relevant decision-making processes through appropriate channels,

1. *Takes note* of the report of the Secretary-General on the theme of the coordination segment;[5]

2. *Recognizes* efforts made by the United Nations system to accelerate progress towards the achievement of Millennium Development Goal 2, Education for All and related goals, and encourages further efforts in that regard;

3. *Reaffirms* the need for Governments to take the lead in education, and underlines the importance of commitments by national Governments, official institutions and local authorities to education, recognizing that each country has primary responsibility for and ownership of its own economic and social development, and that development strategies, national policies and domestic resources are critical to achieving the Millennium Development Goals and the Education for All goals and calls upon the United Nations system to support those national efforts and commitments;

4. *Encourages* the United Nations system to increase its efforts and mobilize adequate resources to raise the profile of the international education agenda and maximize educational results;

5. *Looks forward* to the launch of the Secretary-General's Global Initiative on Education;

6. *Calls upon* the funds, programmes and agencies of the United Nations system, as appropriate and within their mandates, to give attention to addressing factors of marginalization in education for all, particularly rural and indigenous women and girls;

7. *Urges* the United Nations system to support national efforts to improve the quality of education, so that recognized and measurable learning outcomes can be achieved by all, especially in literacy, numeracy and essential life skills;

8. *Calls upon* the United Nations system to support the efforts of Member States to improve the collection and analysis of education data disaggregated by sex, age, disability, location and other relevant factors for effective policy design, implementation, monitoring and evaluation;

[5] E/2012/66.

9. *Calls upon* the United Nations system to support the efforts of countries to counter the portrayal of stereotyped roles of women and men that can restrain educational choices at all levels of education;

10. *Encourages* efforts to provide education in humanitarian emergencies, including in order to contribute to a smooth transition from relief to development;

11. *Stresses* the importance of the contribution of voluntary partnerships on education to the achievement of the internationally agreed development goals, including the Millennium Development Goals, while reiterating that they are a complement to, but not intended to substitute for, the commitment made by Governments with a view to achieving those goals;

12. *Encourages* the United Nations system to continue to act as a framework provider and a facilitator for partnerships on education with a wide range of relevant stakeholders, with a view to building trust among all actors and sharing good practices and lessons learned for the final push to achieve the Millennium Development Goals and the Education for All goals;

13. *Urges* the relevant United Nations entities working in the education, health and food sectors, within their respective mandates, to seek synergies in order to enhance enrolment, retention, participation and achievement of girls and boys at school and maximize interventions to the benefit of children;

14. *Encourages* the relevant United Nations entities and the international financial institutions working in the economic and educational fields to strengthen their collaboration in order to advance, as appropriate, technical and vocational training, higher education, access and participation in the workforce and the promotion of entrepreneurship among youth;

15. *Encourages* relevant United Nations entities, within their respective mandates, to assess emerging trends in education and training, particularly the increased focus on learning outcomes, teacher training and the use of information and communication technologies in education processes, and to analyse the implications for their programmes on education;

16. *Stresses* that when assisting Member States, upon their request, in determining future policy options, the United Nations system should have a broad vision that encompasses early childhood care and education, youth and adult literacy, vocational skills development as well as concern for the improvement of the quality and relevance of basic learning;

17. *Stresses* that achieving development goals on education requires a coordinated and integrated approach in support of national and local efforts, involving all relevant stakeholders, including, as appropriate, civil society and the private sector;

18. *Encourages* giving appropriate consideration to education in the processes devoted to the definition of the post-2015 United Nations development agenda;

19. *Decides* to continue monitoring progress in education-related development goals and commitments, including the role of partnerships in education.